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ABSTRACT

A small sample of the 60 indicators reported on in the full annual report "Condition of Education, 1993" are provided in this brief booklet, i.e., the following six tables: (1) enrollment rates in prekindergarten education; (2) international comparisons of reading literacy; (3) mathematics and science course-taking patterns; (4) transition from high school to work; (5) international comparisons of public expenditures for education; and (6) time to complete baccalaureate degree. (LMI)

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THE POCKET CONDITION OF EDUCATION 1993

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July 1993

THE POCKET CONDITION OF EDUCATION 1993

Indicators and Reports Branch
Data Development Division
National Center for Education Statistics

The following charts are a small sample of the more than 60 indicators contained in the ***Condition of Education, 1993***.

Since 1870, the federal government has been gathering data about students, teachers, schools, and education funding. The U.S. Department of Education's National Center for Education Statistics (NCES) annually publishes a statistical report on the status and progress of education in the United States. This ***Condition of Education*** includes data and analysis on a wide variety of issues. The indicators in the 1993 edition are in six sections:

- Access, participation, and progress;
- Achievement, attainment, and curriculum;
- Economic and other outcomes of education;
- Size, growth, and output of educational institutions;
- Climate, classrooms, and diversity of educational institutions; and
- Human and financial resources of educational institutions.

The indicators use data from government and private sources. The book also includes overviews of each issue and additional tables and information for each indicator.

To receive the complete ***Condition of Education, 1993***, see the ordering information at the end of this booklet.

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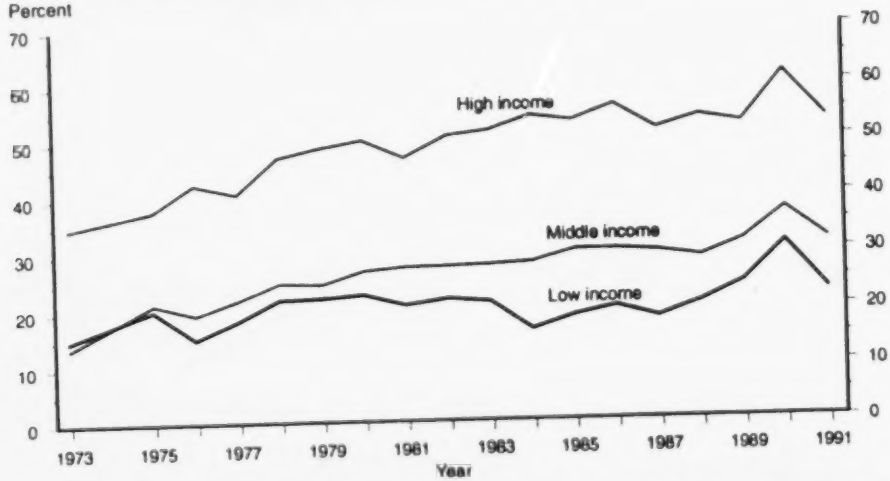
Enrollment rates in prekindergarten education

Within most groups of children in the population, an increasing percentage is receiving prekindergarten instruction. This expansion may augment the readiness of children for elementary schooling. Many policymakers and educators believe it is important to help children from disadvantaged backgrounds start elementary school on an equal footing with other children by involving them and their parents in prekindergarten programs.

Percentage of children 3 to 4 years old enrolled in prekindergarten, by family income: October 1973–1991



NOTE: Low income is defined as the bottom 20 percent of all family incomes; high income is defined as the top 20 percent of all family incomes; and middle income is defined as the 60 percent of family incomes between low and high incomes.

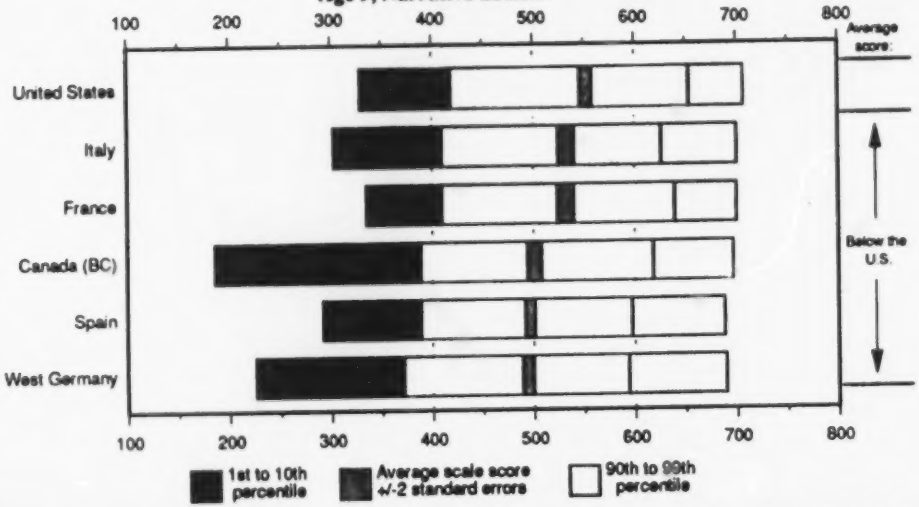
SOURCE: U S Department of Commerce. Bureau of the Census, October Current Population Surveys.

International comparisons of reading literacy

The ability to read is a minimum requirement to participate productively in a global economy and to fulfill basic civic responsibilities. Comprehending and effectively using written language is critical for both future learning and the development of basic job skills.

Distribution of scale scores on reading literacy assessment, by age and country: School year 1991–92

Age 9, Narrative domain



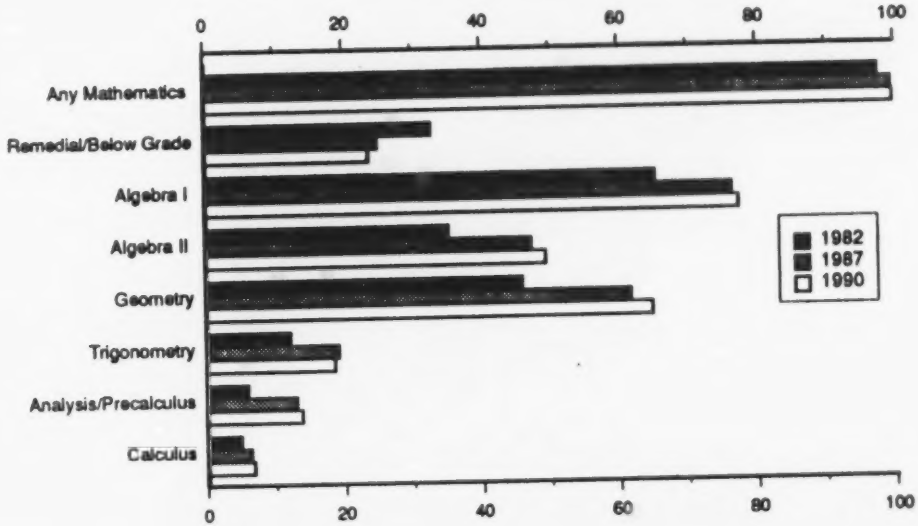
NOTE: The vertical lines at ability score 500 marks the average score for 9-year-olds in all participating countries. The standard deviation is 100. Data for Canada is for British Columbia only.

SOURCE: International Association for the Evaluation of Educational Attainment, Study of Reading Literacy, *How in the World*

Mathematics and science course-taking patterns

Courses in mathematics and science can challenge students to use higher level thinking skills, solve problems, and provide solutions. These skills have considerable value both in education and marketplace settings. Analysis of course-taking patterns can indicate levels of exposure in these fields for individuals about to enter the workforce or advance to higher education.

Percentage of high school graduates taking selected mathematics courses: 1982, 1987, and 1990

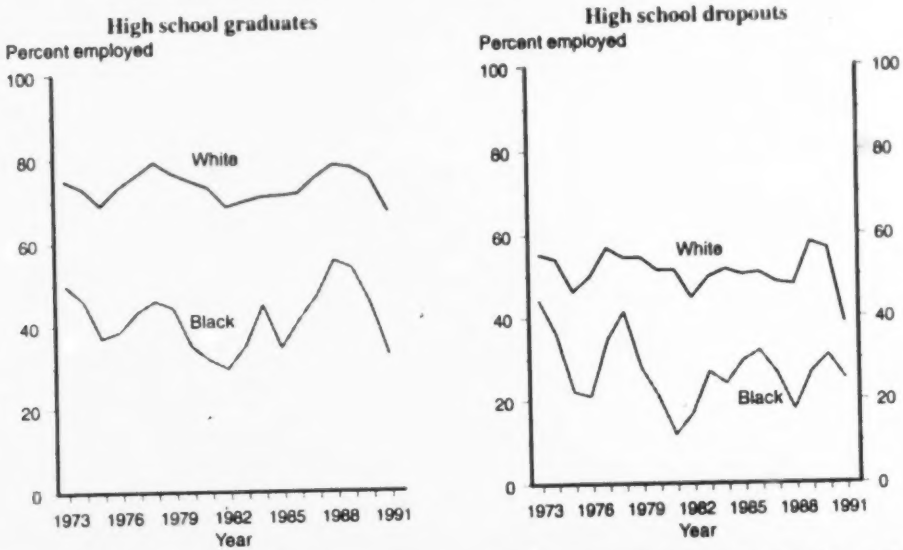


SOURCE: U.S. Department of Education, National Center for Education Statistics, *The 1990 High School Transcript Study Tabulations*, 1993.

Transition from high school to work

The transition from high school to work can be difficult. Without prior job experience or specialized training, school leavers may find it difficult to find jobs, and they may be dissatisfied with those that they do find. The employment rate among school leavers, both those who have not finished high school and those who have but have not gone on to college, is an indication of the ease of making the transition.

Employment rate of recent high school dropouts and high school graduates not enrolling in college, by race: 1973–1991

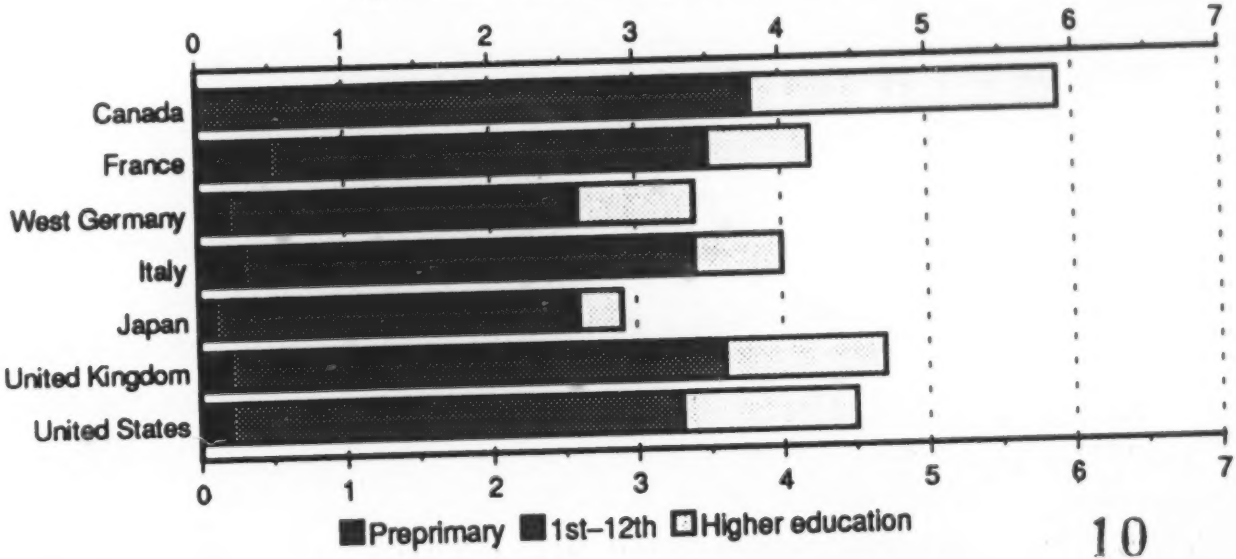


SOURCE: U.S. Department of Labor, Bureau of Labor Statistics, *Labor Force Statistics Derived from the Current Population Survey: 1940–1987* and tabulations based on the October Current Population Surveys.

International comparisons of *public* expenditures for education

Public education expenditures are an indication of public investment in education. In the United States and other countries there are additional private expenditures for education. Three alternative measures allow us to examine the magnitude of public investment in education. One, expenditures as a percentage of gross domestic product (GDP), provides a measure of the fraction of a country's resources that are allocated to public education.

Expenditures as a percentage of GDP: 1988–89



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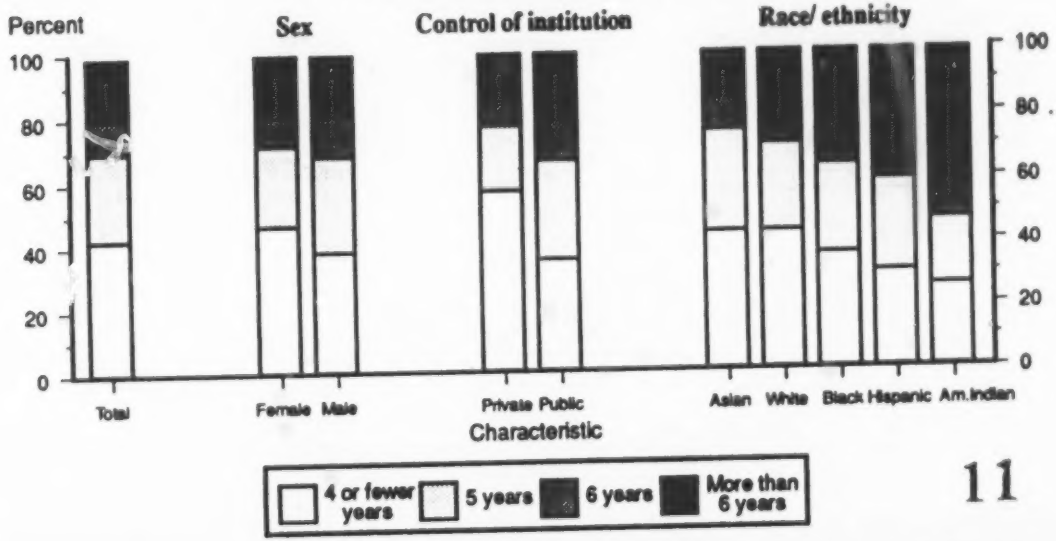
NOTE: Preprimary expenditures for Canada are grouped with elementary and secondary data.

SOURCE: Organization for Economic Cooperation and Development, unpublished tabulations, 1992.

Time to complete baccalaureate degree

A majority of those planning to enroll in college do so immediately after graduating from high school and most baccalaureate programs can be completed within 4 years of entering. Taking longer to graduate may result from delaying entrance, changing schools or majors, stopping out, or taking reduced course loads for financial, academic, or social reasons. Such delays may add to the expense of obtaining a degree and decrease the lifetime earning potential of the graduate.

Percentage of college graduates completing the baccalaureate degree within various years of starting college: Year of college graduation 1990



SOURCE: U.S. Department of Education, National Center for Education Statistics, Recent College Graduates surveys.

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